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ABSTRACT

This module is directed toward those persons who will be responsible for providing inservice programs for career guidance personnel. The module will help participants increase their understanding of the stages, activities and issues involved in developing an in-service program and of the competencies required. Upon completion of this module the participant's proficiency in four selected areas will be extended: resource assessment, knowledge of inservice modes, sensitivity/flexibility, and listening/paraphrasing skills. The material presented is designed for a six-hour workshop. Various activities for competency development are included so the participant will gain skill in problem identification as well as in developing and conducting a suitable program. Evaluative activities are included. A speparate Coordinator's Guide is designed to accompany the module. (Author/BP)

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Developing and Conducting In-Service Programs

by
Al Stiller

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEVELOPING AND CONDUCTING IN-SERVICE PROGRAMS

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December 1976

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TABLE OF CONTENTS

	Page
INTRODUCTION	
Module Goal and Objectives	1
Module Outline	3
Introductory Activity	4
TEXT	
Competencies required of leaders of career guidance inservice programs	7
Principles of an Inservice Program	10
Stage One - Problem Identification	11
ACTIVITY 1 - Competency development: Assessing resources in a "typical" school district	14
Developing an Action Plan	15
ACTIVITY 2 - Competency development: Developing an action plan	18
Stage Two - Program Development	19
ACTIVITY 3 - Competency development: Knowledge of in-service modes	23
Stage Three - Conducting the Inservice Program	24
ACTIVITIES 4 and 5 - Sensitivity to participants; Flexibility	28
Activity 4 - How to identify the problem	29
Activity 5 - Developing an inservice program	32
ACTIVITY 6 - Competency development: Listening, paraphrasing	37
FOLLOW-UP STEP	40
POSTASSESSMENT	42
RESOURCES	45
APPENDIX	
Summary of Inservice Program Activities	46
Analysis of Competencies	48
Self-Rating Scale	49
References	51

INTRODUCTION

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward those persons who will be responsible for providing inservice programs for career guidance personnel. Such persons usually will be the Director of Guidance or similarly-titled leaders, but they might include others who have been assigned responsibility for staff development.

The module will help participants increase their understanding of the stages, activities, and issues involved in developing an in-service program and of the competencies required. Upon completion of this module the participant's proficiency in four selected areas will be extended: resource assessment, knowledge of in-service modes, sensitivity/flexibility, and listening/paraphrasing skills.

Module Objectives and Criteria for Achievement

On successful completion of this module, you will be able to:

Objective 1. List the sequence of stages and at least three issues or problems likely to occur at each stage in developing an in-service program.

Successful completion of this objective will require participants to list the three stages in order and three issues or problems relating to each stage.

Objective 2. Identify at least five problems relevant to developing an in-service program which exist in a description of a similated school situation.

Successful completion of this objective will require participants to read a description of a school situation and identify five of the eight problems relevant to the description.

Objective 3. List at least eight of eleven modes of in-service education with one benefit and one loss that might be anticipated from the use of each mode.

Successful completion of this objective will require participants to list any eight of the eleven modes listed with one benefit and one loss for each.

Objective 4. Recognize and identify a group leader's sensitivity/flexibility behavior.

Successful achievement of this objective will require participants to rate a group leader's behavior in a simulated group activity.

Objective 5. Demonstrate listening/paraphrasing skills.

Successful achievement of this objective will require participants to listen/paraphrase while being observed and rated.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
½ hour	Introduction Module coordinator will explain module structure and purposes. Introductory activity and discussion.	5
5 hours	Text Text, activities, and discussions related to each of the module objectives. Achievement of each objective focuses on applying the knowledge and skills acquired from the module.	1-5
½ hour	Postassessment	1-5

INTRODUCTORY ACTIVITY

You are a counselor in a high school. The Director of Guidance has just informed you that the District Superintendent of Schools has decided that he wants all guidance staff to stress career education. The Superintendent wants a memo from the Director informing him of: (1) what activities the guidance staff will perform, (2) when these activities will take place, and (3) what the district can expect to result from these activities. The following discussion takes place.

You: Fantastic! It's an important area that's been too long ignored.

Director: I'll have that memo to him in three days. Meanwhile, I'm asking selected staff members to take on certain tasks. Will you please develop a career guidance inservice program for the staff? Most of us are not as up-to-date on career guidance as we might be.

You (gulp!) Me?

Director: Why not? You're intelligent, imaginative, and energetic. You've also just finished some courses at the university. I think you're the most logical person to do it.

You: I'd be happy to do it! (Especially since I'm going to have to accept the assignment anyway! Oh, well, I might as well pretend that I like it.) But could you give me a better idea of what you're looking for in an inservice program? What is the best approach? A couple of sessions? Workshops? Or maybe a full-blown set of courses?

Director: I'm afraid I don't really know what I'm looking for. All I know is that the staff isn't ready to perform career guidance competently and I have to keep the Superintendent from becoming too unhappy while the staff retools. Do you think you can get me an inservice plan in a week?

You: (A WEEK?? With all that has to be done? What does he think I am? A magician?!?) Of course sir. I'll start on it immediately. I already have some ideas that I can begin with.

Director: Wonderful! I'm counting on you to do an exceptional job!

Do you foresee any problems for yourself in developing an inservice program?

Will any difficulty be created by the manner in which the Superintendent and Director of Guidance handle this change?

How will the staff take to the idea of inservice education for themselves? Will they accept or resist the change to career guidance?

Who will bear the burden if the staff does not demonstrate either the willingness to undergo inservice education or the expected competency in career guidance after they have completed the program?

This module will help you to answer most of the preceding questions for yourself. It assumes that you possess certain basic characteristics and competencies; it permits you to develop selected competencies required for inservice leaders. The levels to which you develop these competencies will, of course, depend upon the degree to which you already possess proficiency in them. The module also identifies the competencies required of leaders at each development phase of an inservice program and will give you the opportunity to rate your own level of development for each competency.

In the space below write down what you expect to happen to you as a result of participating in this module, i.e., what you expect to get out of this experience. Be honest, be fair, be brief. Negative responses are as acceptable as positive responses.

What do you expect to contribute to the successful completion of this module? Again, be honest, be fair, be brief. Negative statements are as acceptable as positive statements.

The coordinator will ask each of you to state your expected results and contributions and will list them so the group can see and know what the members want and are willing to give.

If you have any difficulty in answering the previous questions, imagine that you are the counselor described in the previous situation.

PRINCIPLES OF AN INSERVICE PROGRAM

COMPETENCIES

A list of competencies required of leaders of inservice programs has been prepared from the materials presented in this module. It is obviously impossible to develop each of the competencies on this list in the time available. Some of the competencies you already possess. Four competencies have been selected for development in this module; they are indicated by an asterisk.

This list of competencies will appear again in Appendix B in the form of a self-rating scale. Completing this rating scale may be useful to you in your further development as an inservice leader.

Competencies Required of Leaders of Career Guidance Inservice Programs

I. Assumptions about the Inservice Leader

A. Characteristics of the Effective Leader

1. Openness to change
2. Reasonable security
3. Desire to help
4. Role flexibility
5. Knowledge of training philosophies and processes
6. Repertoire of methods for learning

B. Basic Competencies

1. Interpersonal skills
2. Group leadership skills
3. Knowledge of the problem-solving approach
4. Knowledge of counselor competencies

C. Pre-conditions in District

1. The leader is seen as helpful by inservice participants--includes status, previous accomplishments, relation of present function to her/his accepted competencies
2. The inservice program is supported by the district administration. In order of desirability, the levels are:
   a) financial
   b) time
   c) verbal

II. General Skills

A. Knowledge of the Organization

1. How things traditionally do/do not get done in this organization
2. Points of leverage in the organization
3. Probably resistance/support points

B. Interviewing

1. Personal skill
2. How to help others develop interviewing skill

C. Instrumentation - How to Develop and Disseminate Instruments Appropriate to the Information Solicited

D. Group Leadership Skills, including

1. Conflict resolution

2. Consensus development

III. Planning

A. Knowledge of planning process

* B. Resource assessment (force field analysis)

* C. Knowledge of training modes

D. Ability to keep self and group on task

E. Ability to perceive relationship (or lack thereof) between proposed training method and desired outcome

F. Secure enough not to permit status needs to interfere with selection of person best suited to conduct training

IV. Conducting

A. Understanding of relationship between desired outcomes of program and effect of planned activities, individually and in toto

* B. Flexibility-sensitivity: understanding resistance by participants and ability to modify actions as needed

* C. Listening/paraphrasing communication skills

D. Ability to solicit and perceive feedback while program is in progress

E. Ability to look at self objectively in light of feedback data

F. Ability to analyze data

G. Recognition that inservice is an ongoing process

PRINCIPLES OF AN INSERVICE PROGRAM

Purposes of an Inservice Program

Nothing, not even inservice education exists in a vacuum. There has to be a purpose for an inservice program. The specific purpose for any one inservice program will, of course, be determined by the situation in which the program develops, but the general purpose of inservice education should be to help people develop usable skills. These skills may include knowledge, understanding, and/or attitudes and values, but they must also include behaviors that make the inservice participants more effective than they were before they participated.

For counselors and other guidance staff, these skills should include general helping and communicating skills as well as specific skills required by the different functions a guidance person performs.

Facilitating Principles

It is further believed that there are certain principles that facilitate the development of a person in an inservice program. These principles are listed below.

1. It should be experience-based as much as possible. The participant should be an active participant, doing something related as directly as possible to the skill to be learned.

2. The program should emphasize whole-person learning. Attention should be given to participant thinking, feeling, choosing, and acting.

3. The participants should feel psychologically safe. A little anxiety may be a wholesome force, as long as the person knows that s/he will not be attacked or destroyed.

4. Competent leaders should guide participants in their direct practice and/or should be available when needed at other times.

5. The inservice program should help participants feel that they are a part of the sponsoring organization.

STAGES IN THE DEVELOPMENT OF AN INSERVICE PROGRAM

Stage One – Problem Identification

Stage Two – Program Development

Stage Three – Conducting the Inservice Program

STAGES IN THE DEVELOPMENT OF AN INSERVICE PROGRAM

WARNING: Please keep in mind that the people participating in the inservice program are likely to resist its establishment and fulfillment. The resistance may take either overt or covert form, or both. This resistance will continue until a critical point has been passed: when the participants "feel ownership" of the program and take responsibility for its success upon themselves. Observe yourself and your colleagues as you participate in the module and determine to what extent you personally perceive resistance.

STAGE ONE - PROBLEM IDENTIFICATION

Problem Determination

It may seem a bit foolish to you to say that you must first determine the problem(s) and, if there are several, to put them into some order of priority. After all, you know what needs to be done! Unfortunately, other people may not agree with you. Sometimes you discover that a problem exists only because a more basic factor is creating it, whereupon this basic factor then becomes the problem. Sometimes people believe something to be a problem when it really isn't.

Target Groups

There are many groups of people interested in and believing themselves knowledgeable about guidance affairs. These groups can be categorized into several areas: guidance staff, teachers, administration, students, parents, and others (e.g., community or business representatives). Information should be solicited from each group and one or more representatives from each group should be involved in interpreting the information and planning the inservice program.

It would be helpful if these representatives could be involved from the beginning. They could inform people and solicit the desired information, as well as interpret the data when received. Thus, a guidance staff member wanting to start an inservice program should form an advisory council consisting of representatives of the groups mentioned above. The leader or chairperson of this council should be able to handle both a wide diversity of views and be able to bring people to a general consensus.

Problems That Can Occur

There are several serious issues or problems that are likely to occur at this stage of development. They are briefly discussed.

1. Does this undertaking have administrative support? (This refers to real support, not verbal.) Will the administration provide the resources or backing that it alone can provide?

2. Will open administrative support prove to be a "kiss of death?" (If there is warfare between administration and staff, support from one side may automatically generate enmity from the other.)

3. Will the guidance staff support this inservice program? (It has already been noted that they are likely to resist, but how deep will the resistance be?)

4. Do all groups feel involved and important from the beginning? (If any group doesn't, watch out for delaying or even destructive tacts from that group.)

5. Will any of the groups try to use the advisory council to advance its own ends (e.g., sometimes a group may see the council as the opportunity to "get" another group for real or fancied grievances)?

6. Does anyone in the district know enough to help establish an effective inservice program? (Sadly, there is a general lack of knowledge among educators about inservice development. Hopefully, this module will help reduce or eliminate this issue for you.

Resource Assessment: What Is It?

Forces Operating on a Situation

Resource Assessment is a simplified version of Lewin's Force Field Analyses. Both Resource Assessment and Force Field Analysis require identification of all the forces that operate on the situation under consideration and classification of those forces into "helping" (facilitating) and "hindering" (restraining) categories. Such forces may be physical, psychological, social, and/or situational. They include, but are not limited to: time, money, personnel available, traditions, communication patterns, relationships, expectations, physical facilities, and organizational structure.

Force Field Analysis also requires the assignment of weights or factors to indicate the strength of that force. Such weighting is mathematically possible, but requires time, energy, and preliminary knowledge which seems to be unnecessary to our needs. For inservice purposes, the rigor and precision of weighting is not required. Hence, Force Field Analysis would become a "hindering" force to us, but Resource Assessment, which takes less time and knowledge, would be a "helping" force.

Once the operant forces have been identified, it is possible to select one or more of them for modification that will enable the task to be accomplished more effectively.

ACTIVITY 1

COMPETENCY DEVELOPMENT: ASSESSING RESOURCES IN A "TYPICAL" SCHOOL DISTRICT

This competency has been selected because it is an extremely useful, but often neglected tool.

Think about "typical" school districts you have known. What conditions (forces) exist in those districts that could affect inservice in those districts? Remember that these conditions may include:

Time	Expectations
People	Relationships
Money	Attitudes
Physical Plant	Organizational Structure
Traditions	Communication Patterns

Consider each condition in terms of its effect (helping or hindering) on the development of an inservice program in your district.

On a blackboard or on sheets of paper, the Coordinator will make two lists, one headed "HELPING" and one headed "HINDERING." Tell the Coordinator the heading under which you want your condition placed.

NOTE: You may wish to place one condition under both headings. Someone else may place one of your conditions under the other heading. Either is possible and appropriate.

Do not attempt to discuss anyone's statements until all are listed.

Now, refine your lists. Are there two or more statements that are worded differently but mean essentially the same thing? If so, can they be combined into one? Does any one statement encompass one or more others? If so, can one statement be developed to include the more general and the more specific statements? Worry less about wording than about meaning and intent. REMEMBER - at this moment, you are practicing a technique and you don't need to come up with a finished product.

When your group has finished refining the lists, take a mental step backward and look at them again. Are they complete? If not, what should be added or changed? Are there irrelevant statements? If so, what should be dropped? If you're satisfied, relax.

DEVELOPING AN ACTION PLAN

DEVELOPING AN ACTION PLAN

Hindering Forces

The hindering forces are usually the most important consideration when trying to create change such as implied in an inservice program. After all, if they weren't important, it would be possible to implement your plans without having to worry about the factors currently operating in your situation.

Consider all the hindering forces that affect you in your situation. Determine which three or four are the most important and try to arrange them in a natural rank order of importance.

Which of these seem to be more solvable than the others? Do one or more seem to stand out as seemingly easier to handle than others? Don't worry about fine differentiations and don't think that you *must* come up with *the* statement that is *most* solvable. You may find one - or two - or discover that all seem to be equally amenable to solution.

Choose ONE Hindering Force

Choose one of the hindering forces to work on, hopefully one that seems most solvable. Don't worry about the others. Even if you had unlimited time and energy, you'd have to choose a place to begin and the best place to begin is with something that you expect to have a good chance of changing. You are in a situation similar to the person who is unraveling a mixed-up skein of yarn and, like that person, you will accomplish more if you are relaxed and patient and if you work on one small piece at a time.

Planning for Action

You are now ready to develop your action plan to change the hindering force you have chosen. There are eight steps to follow in developing your action plan.

Brainstorm Ideas

1. Brainstorm ideas for eliminating that first hindrance. Let your imagination run rampant! Be silly! Wipe away critical judgment! Now is the time to get ideas into the open. Time later to be rational and to eliminate ideas.

Brainstorming

An effective way to get people's thoughts out easily is through "brainstorming." Essentially, this means that you say what comes to your mind and no one is permitted to challenge or discuss it at that time. You can "hopskotch" or build on another person's statement.

Choose the Best Ideas

2. Once you have run out of ideas, choose those from the list that seem best. Don't worry about selecting *all* the good ideas and don't expect, except in rare instances, that one idea will take care of everything. Choose all those that seem to be realistic, achievable, and/or desirable.

By the way, you may discover later that some of the ideas you have chosen are not realistic, achievable, and/or desirable. If so, drop those ideas and continue with the others.

Decide Who Gets to Do What

3. Decide who should expedite each idea. Should it be someone from your group or someone else? A person with certain characteristics or someone with a particular job title or in a particular situation? If more than one person, how many? (Answer: Enough to do the job, but no more than absolutely necessary.)

List Needed Materials and Resources

4. List the materials and other resources that are needed. This is another resource assessment, but a very specific one. This one now deals with needed helping forces. If they do not now exist, *and if they are vital to the solution of this hindrance*, you may have to stop everything until they are acquired. However, it is usually possible to proceed even if all needed resources are not available. In some cases it may be necessary to revise your estimate of what you can accomplish.

Arrange Ideas in a Time Sequence

5. Put the ideas and actions into a time sequence, starting as soon as possible. Estimate specific dates for the actions to occur. It helps to aim for deadlines, even though you may not hit them squarely.

6. Make plans for commencing the action sequence. Be specific. *Who* is going to do *what*, *when*, and *how*?

Plan to Begin Action Sequence

7. Make plans to periodically evaluate the results of your actions as they are implemented.

Periodic Evaluation

8. Be prepared to revise your plans as needed.

Revisions

To summarize, in your action planning you will deal with:

What	actions do you want to take?
Who	will take responsibility for implementing these actions?
What	resources are needed?
When	will these actions be expected to take place?
How	will the people implement these actions?
What	happened as a result of these actions?
What	should we do now?

STOP! Take another look at your beautiful creation. Weigh the chances for success against the work required to implement it (and perhaps also against the amount of reward if you do succeed.) Is it still worthwhile? If so, proceed. If not, you may wish to stop here and (later) choose another hindrance for action planning. That sometimes happens in this imperfect world.

If you go on, try to imagine all the possible things that might go wrong. In a real life situation, you might spend several days asking others about their reactions to the plans or you might role-play some of the intended actions and solicit feedback. You might ask the people who will be directly affected to criticize the plans. Even if you then have to change your brainchild, you will benefit from their reactions.

What Can Go Wrong?

ACTIVITY 2

COMPETENCY DEVELOPMENT: DEVELOPING AN ACTION PLAN

Look at the list of hindering forces developed for *Assessing Resources in a 'Typical' School District.* Have your group pick three or four that you can all agree on as the most important. (Avoid fighting for *your* choice. Instead, think, "Can I live with these choices?") Rank them in order of importance. Decide which forces are most amenable to solution, then choose one to work on.

The steps discussed in the text section are listed below to help you in this undertaking.

1. Brainstorm ideas for eliminating the first hindrance.
2. Once you have run out of ideas, choose those from the list that seem best. Choose all that seem to be realistic, achievable, and/or desirable.
3. Decide who should expedite each idea.
4. List the materials and other resources that are needed.
5. Put the ideas and actions into a time sequence, starting as soon as possible. Estimate specific dates for the actions to occur.
6. Make plans for commencing the action sequence.
7. Make plans to periodically evaluate the results of your actions as they are implemented.
8. Revise plans as needed.

STAGE TWO –
PROGRAM DEVELOPMENT

STAGE TWO - PROGRAM DEVELOPMENT

Program Development Steering Committee

It's difficult to get a group of people to agree on the problem(s). It is only slightly less difficult to get agreement on what should be done about the problem. Your difficulties will be lessened drastically if the steering committee for program development consists of (1) persons who participated in the problem identification and (2) persons who will participate in the inservice program to come. Hence, your steering committee for program development should be those representatives of the guidance staff who served on the problem identification committee. For leavening and/or liaison, you may wish to add one non-guidance person from the original problem identification committee.

The program development committee will need to consider and balance a variety of factors that may be relevant to their deliberations. They are shown in the tables on the following pages. These factors cannot be considered independently of one another since many of them will be interrelated.

The steering committee will need to establish effective two-way communication, not only with the guidance staff but also with the representatives of other interested groups who had served on the problem identification committee. The committee should solicit from these people their views on what an inservice program should consist of.

Table 2 was taken from *Supervisory Behavior in Education* by Ben Harris. It shows some selected inservice modes arranged by focus of attention, experience impact required, and group size. A leader may use any sequence or combination of activities to produce the desired results. Participants can be organized into large groups for some activities and small groups for other activities. However, it is wise to utilize one leader/facilitator for every 12-15 participants. At the same time, the steering committee members should be

TABLE 1

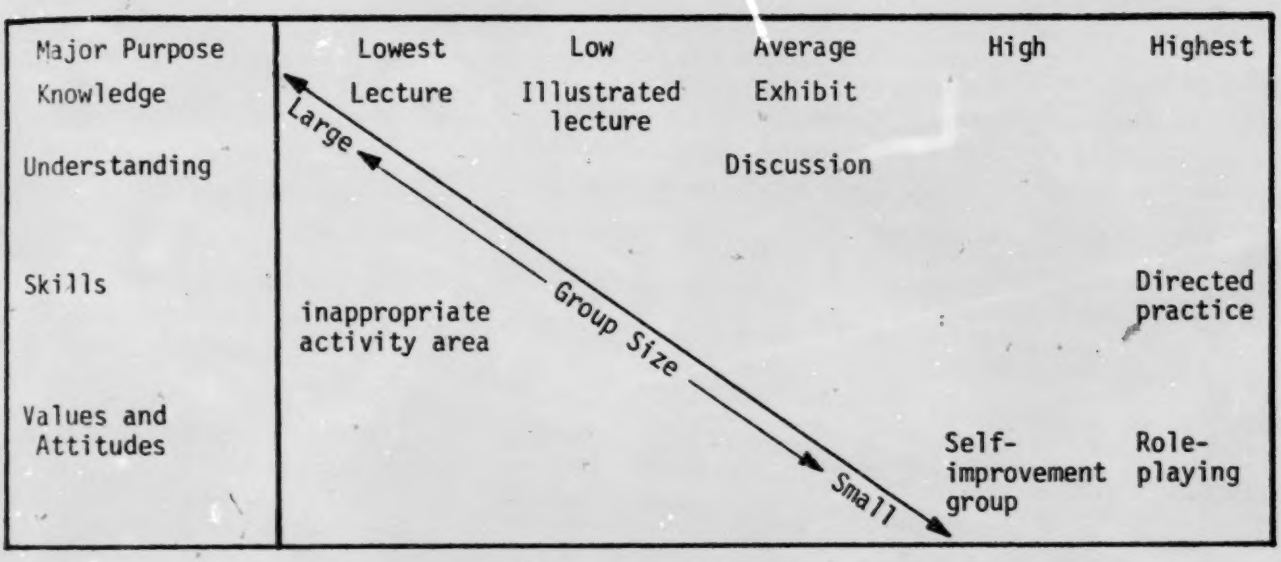
FACTORS RELEVANT TO THE DEVELOPMENT OF AN INSERVICE PROGRAM

Reason for the Program	Persons to be Involved	Motivation	Focus of Attention	General Approach	Inservice Mode	Experience Impact	Organization of Program
Is the program one that the participants saw a need for and requested? or Is the program one that developed because some other person or group wants it? What is the *real* reason for the program (as opposed perhaps to a public reason)? This should have been determined in Stage One.	Should the inservice participants include: the total guidance staff? related workers? some part of the guidance staff? selected individuals? If there is to be any selection, on what basis will the selection be made?	Are the potential participants interested in and desirous of the inservice program to come? (See reason for the program.) If not, what will be done to help them become interested and desirous?	The major emphasis of the program should include one or more of the following: skill development (recommended) a. general or basic skill b. specific skill c. pre-packaged program understanding a. general or basic b. specific to skill knowledge value or attitude change The focus should be understood by all potential participants.	There are four general approaches to inservice, roughly related to the focus of attention: communication skills competency acquisition theory - base self-awareness	Lecture Discussion Reading Audiovisual Materials Field Trip Intervisitation Interview Demonstration Self-Improvement Group Role-Playing Directed Practice (Appendix A of the module describes 26 inservice activities, including most of the modes listed here.)	The experience impact of the activity upon the participants will be related to the: size of the group focus of attention nature of the activity timing of the activity (See Table 2, p.22)	Course Workshop (if so, how long?) Conference/Institute Study Group (purpose: study and recommend) Project Group or Task Force (purpose: take action)

alert to possible fears on the part of those not participating in this stage of the decision-making and should provide them with whatever information is then available.

TABLE 2

EXPERIENCE IMPACT REQUIRED[1]



Look for Helping or Hindering Factors

Once others' views have been secured, your committee should look at those factors existing within your school or district that could help or hinder the development of an inservice program. Please keep in mind that your committee must be *realistic* in its resource assessment, particularly of potential hindrances. It is possible that some hindrances may be so strong that they would prevent any inservice program from succeeding. In that case, the hindrance must first be lessened to a satisfactory degree or no inservice program should be started.

[1] B. W. Harris. *Supervisory behavior in education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963, p. 74.

Issues or Problems to be Faced

Now that your steering committee knows

1. the problem(s) to be worked on,
2. what other people think should be done, and
3. what factors will affect the scope and success of any inservice program,

it is ready to plan the focus, approach, and organization of the program. Generally, the committee will decide what is to be done, who will do it, when, where, and for how long. You will serve as chairperson of the committee.

The program that emerges must be seen as *reasonable*, *achievable*, and *desirable*, not only by the steering committee, but by the future participants as well. It should say to others:

- this is what we want to work on
- this is how we shall work on it
- this is what we expect to happen with our guidance staff as a result

Realistic Outcomes

The expected outcomes must be realistically related to the identified problem and to the scope of the inservice program. If various factors restrict the scope of the program, expectations should be reduced to fit. As indicated above, potential participants should know in advance what the expected outcomes of the program are.

Learning Process

In planning the program, the committee must take into account the learning process. The general framework of the program should relate the nature of the learning to the ways in which people learn best. For example, some learnings are generally best accomplished when spaced out over a period of time, with intervals for practice. Others may best be learned when intensive over a short period of time (e.g., emotion-related learnings). The committee should also account for territoriality and timing: whenever possible, the inservice program should take place where the participants work and in accord with their time commitments.

ACTIVITY 3

COMPETENCY DEVELOPMENT: KNOWLEDGE OF INSERVICE MODES

This competency has been selected because it covers a simple, discrete body of knowledge. This knowledge is basic to the planning and implementing skills of inservice development.

Knowledge of Inservice Modes

Review those portions of Tables 1 and 2 covering:

- focus of attention
- modes of inservice
- the chart on experiential impact, focus, group size, and inservice mode

Do you have any questions on the understanding of this material? Is there anything you would like clarified or elaborated upon? Is there any further information concerning these portions that you would like?

When you are all satisfied that you understand this material, divide into groups of six to eight. Each group will brainstorm both the benefits and the losses that might accrue from the use of each mode.

One person from your group should serve as recorder and should write down the benefits and losses for each inservice mode. Post the recorders' lists on the wall and take the time to look over what each group has listed.

STAGE THREE – CONDUCTING THE INSERVICE PROGRAM

STAGE THREE - CONDUCTING THE INSERVICE PROGRAM

Who will conduct the inservice program? What activities will actually take place? The first question may or *may not* have been answered by the steering committee. The second answer should be furnished by the inservice leader in cooperation with the steering committee.

Inservice Leader

The inservice leader may be a member of the steering committee--or may be anyone else, from either inside or outside the district. One person may conduct the entire inservice program or several persons may each take a segment of the program. The only real issue is to secure a leader who is competent to achieve the outcomes desired for each segment.

Desired Outcomes

The steering committee should determine the outcomes desired from any one session or group of sessions. They should then secure one or more persons deemed competent to achieve these outcomes. These persons should be informed of the desired outcomes and should accept them (as originally stated or as revised through negotiation) as a condition of employment. Each person must then be free to select any activities s/he deems desirable to accomplish the expected outcomes and within his/her range of competency. The plan of activities should be made available to the steering committee sufficiently in advance of any session to permit the committee to review the plan and to discuss any concerns they might have with the leader.

Rules for Choosing Activities

When choosing activities, the leader should keep some simple rules in mind:

1. Activities should be selected for
   a. optimal emotional impact
   b. optimal experiential impact
   c. multiple learnings (when possible)
2. The nature and/or characteristics of the participants must be taken into consideration
3. There should be provision for "lead-in" or "warm-up" activities as needed.

4. There should be a balance between concentration and variety (e.g., at the beginning of a session, the duration of concentrated activities should not exceed 15 minutes).

5. Sequencing of activities is important. The group should be mildly anxious, but not so anxious that participants become rigid. The leader must be able to increase or decrease the anxiety level of the group as need indicates.

6. The leader must be flexible enough to change the planned program as her/his sense of the group dictates.

Some General Rules for the Sessions

Each leader will have his/her own concept of how to function. However there are a few simple rules that seem to be generally applicable for the sessions themselves. They are offered here as a guide.

1. Keep introductory sessions short and simple.

2. Present an overview of the inservice program (or of that session), but do not provide an overview of all new concepts during the initial session (or introduction).

3. Present only one new concept at a time.

4. Allow thinking time (to digest the concept or skill.

5. When activities involve skill development, have participants practice the newly-acquired skill until they feel comfortable with it.

6. Allow opportunity for self-correction.

7. Provide plenty of support for each participant, particularly during skill development. Learn the current level of proficiency of each participant and help her/him set a reasonable and achievable level for development.

Other Activities

There are some other activities you can engage in if you lead any of the sessions or that you might ask other leaders to engage in. It is desirable to audio- or video-tape sessions. If you do, you will then be able to analyze these tapes at a later date and can learn a great deal about how you functioned. You should also hold regular evaluation and critique periods with participants, during which they should have maximum opportunity to speak freely. Finally,

maintain a diary. Refer to it during the inservice program, after evaluations are received, and when planning future programs.

SO THE OTHER GUY SAYS, 'NOT WITH MY WIFE, YOU DON'T!' SERIOUSLY, FOLKS, YOU'RE A GREAT AUDIENCE! LAST NIGHT'S GROUP WAS SO DUMB THAT—
IRV'S LECTURES SEEM TO HAVE CHANGED SINCE WE STARTED VIDEOTAPING...
J.W.

If more than one leader is involved, they should hold debriefing and planning meetings after each session.

Continuing the Inservice Program

There is a tendency to consider inservice as a one-time action. Before a decision can be made, it is necessary to determine what the program just completed actually accomplished. Assessment comes between program completion and decision.

Data Collection

You are undoubtedly familiar with the tools for data collection: observation, interview, paper-and-pencil techniques. Whatever tool(s) you employ, the changes that you measure must relate directly to the expected and stated outcomes of the program. The instrument(s) that you employ must be capable of securing the desired measurements.

Pay attention to the timing of the measurement. Some data are best secured immediately after completion of the program, but some data may be most valid if secured at a later date. For example, if one of the expected outcomes is demonstrated skill on the job, you must wait until the person has been on the job long enough for the skill to become part of his/her regular functioning. And if you are interested in the *degree* of change, you should have measured the person's proficiency prior to inservice, as well as afterward.

Data Analysis

Finally, your analysis of the data should be appropriate both to the desired outcomes and to the data collected. For example, in your analysis, will you use grouped or averaged data or will you analyze individual returns? Your decision depends upon the answers you are trying to arrive at, but the time to make that decision is when you plan to collect the data in the first place.

Reporting the Results

Now that you have analyzed your data, you must report on the results. This report should include some recommendations for the future. These recommendations should include one or more of the following:

- elimination of the inservice program
- continuation of the program with the same participants, but with different purposes and/or activities
- continuation of the program with different participants, but with the same purposes and activities
- continuation of the program with different participants and activities, but with the same purpose as before

Whatever recommendations are to be made, in order to make your decision you should return to Stage One - Problem Identification. Now that you have the experience of this inservice program, what do you see as the problem(s)? Now, which recommendation(s) do you think best? If the decision involves continuation of the program, you or your successor should proceed anew through all of the stages described. Have fun!

ACTIVITIES 4 and 5

Sensitivity to Participants; Flexibility

For this series of activities, the Coordinator will divide your group into two parts. One part will serve as participants for the first activity, which will be led by the Coordinator, while the second group will serve as observers.

When the first activity is concluded, the two groups will reverse positions. The observers of Activity 4 will become the participants of Activity 5; the participants of Activity 4 will be the observers in Activity 5.

Each participant will receive from the Coordinator a slip of paper containing a brief description of a role to be played by that participant during the activity.

At the conclusion of each activity, each participant and observer will complete two rating scales, one for the Coordinator and one for group members. The rating scales can be found on pages 33-36.

NOTE: The Coordinator has been asked to demonstrate different behaviors often found in inservice leaders.

Activity 4 - How to Identify the Problem

Do you remember the Introductory Activity? (If not, go back to page 4 and glance at it.) That intelligent, imaginative, and energetic counselor, now to be played by the Coordinator, has sent questionnaires to each of the target groups identified (described on page 12 of this module). You are the committee consisting of representatives from each target group. The Coordinator will give you a summary of the information obtained from the questionnaires and will try to get you, the steering committee, to identify the problem(s) in 25 minutes! Each of you will be given a slip of paper identifying briefly the role you are to play as a member of the steering committee. Try to be that person, but PLEASE DON'T OVERACT! We're here to learn from each other, not win Oscars!

Whatever role you play, remember that you are but one of several people, many of whom might hold different views from you. Respect their opinions and try to cooperate with them, but make sure that your views have a hearing.

* * *** * * * *** * * * * *** * * * *** * * * *** * * * *** * *

During each activity in this part, the Coordinator will play the role of Group Moderator. For the remainder of this competency, the Coordinator will be referred to as the Moderator.

QUESTIONNAIRE RESULTS

The following questionnaire was sent to administration, teachers, counselors, other pupil personnel staff, selected students, selected parents, representatives of selected public and private community agencies, and to representatives of selected business enterprises. The table below shows the number of questionnaires sent out and the number returned.

	# Sent	# Returned
Administration	3	3
Teachers	100	32
Counselors	6	6
Other PPS Staff	4	3
Students	125	45
Parents	150	32
Community Agencies	15	9
Business	12	4
TOTALS	415	134

Questionnaire

Dear _____:

The Marchkill School District is considering a revision of the activities of its guidance department to provide more emphasis on career guidance. We want to get your thinking on what might be done to make the career guidance efforts of our staff as effective as possible. Please take the few minutes (no more than five) necessary to complete this questionnaire. If you are located in the school, put the completed questionnaire into the box in the guidance office placed there for that purpose. If you are located outside the school, please mail the completed questionnaire to the high school, marked "Attention: Guidance Department."

You do not need to place your name on the questionnaire. Thank you for your cooperation.

* * * * * * * * * * * * * * *** * * * * * * * * * * * * * * * *

In your opinion, how well is the guidance department now doing in career guidance? Please use a number from one to five.

1 - very well 3 - average 5 - not well

Results	Scale	1	2	3	4	5
	Totals	27	15	39	22	18

Listed below are some of the career guidance activities usually performed by guidance personnel. Please indicate how important you think each activity is by placing a number from one to five (1 - very important; 3 - average; 5 - little or no importance). Each activity should be rated independently of the others.

	Results				
	1	2	3	4	5
Consulting with teachers, parents, and others	64	16	9	23	22
Counseling students	27	24	46	32	5
Decision-making with students	6	17	8	20	83
Follow-up of graduates	31	12	26	62	3
Information about careers and jobs	80	23	25	6	0
Knowledge about abilities and interests	8	35	34	39	18
Placement	49	43	37	5	0
Planning	18	29	42	39	6
Relating careers to school subjects	0	3	12	27	92
Visits to industry, college, etc.	13	9	0	84	28

Please list below the kinds of activities you think guidance staff should engage in to help them be more effective with students.

Help students find jobs - 61
Listen to students' problems - 39
Help students pick right subjects - 25
(Other responses varied in frequency from 10 to 1.)

* * * \

Moderator and one for group members. The rating scale for group members will cover selected aspects of sensitivity/flexibility.

You are now ready for Activity 5.

* * * * *** * * * * *** * * * * *** * * * * *** * * * * *** * * * * *

Activity V - Developing an Inservice Program

When you have completed your rating scales for Activity 4, you will reverse positions with the other group. The Moderator will now arbitrarily select one of the problems discussed in Activity 4 as *the* problem to be worked on through an inservice program. You are now a member of the steering committee whose task it is to develop that inservice program. You will receive a role assignment to play. Remember that the person you are simulating is concerned and anxious to cooperate. You will have 25 minutes for this activity.

When you have completed Activity 5, turn to pages 35-36 and complete a rating scale for the Moderator and one for group members.

The Moderator will now secure the ratings from the total group and will tally them for each activity. Look at the mode and range of tallies. How do your ratings compare to those of the others? What factors caused you to rate as you did? Discuss this with your group.

Rating Scale - Moderator (Activity 4)

	Yes	No	Not Applicable or Don't Know
1. Did the Moderator introduce this session adequately? Did s/he explain:			
a. the rationale for the selection and sequencing of the activities in this session?	___	___	___
b. the part each participant is expected to fulfill?	___	___	___
c. the purposes to be achieved by these activities?	___	___	___
2. Did the Moderator try to get each participant to state what s/he thought was the problem(s)?	___	___	___
3. Was the Moderator aware of the actions of group members while they were engaged in the activity (e.g., those mentioned in the rating scale - group members)?	___	___	___
4. Did the Moderator modify activities to adjust to group reactions?	___	___	___
5. Did the Moderator show any signs of responding to her/his own internal pressure (e.g., anxiety) rather than to the group?	___	___	___

_____

Your Name

Rating Scale - Moderator (Activity 5)

	Yes	No	Not Applicable or Don't Know
1. Did the Moderator introduce this session adequately? Did s/he explain:			
a. the rationale for the selection and sequencing of the activities in this session?	___	___	___
b. the part each participant is expected to fulfill?	___	___	___
c. the purposes to be achieved by these activities?	___	___	___
2. Did the Moderator try to get each participant to state what s/he thought was the problem(s)?	___	___	___
3. Was the Moderator aware of the actions of group members while they were engaged in the activity (e.g., those mentioned in the rating scale - group members)?	___	___	___
4. Did the Moderator modify activities to adjust to group reactions?	___	___	___
5. Did the Moderator show any signs of responding to her/his own internal pressure (e.g., anxiety) rather than to the group?	___	___	___

_____

Your Name

Rating Scale - Group Members (Activity 4)

Each of the role-players was asked to demonstrate a type of behavior. Listed below are the behaviors that were supposed to be demonstrated.

aggressive (attacks others, domineering)
analytic (tries to analyze problem to make it more solvable)
assertive (states position clearly, fairly, and firmly)
conciliatory (gives up own position; tries to appease)
hurt (takes offense or gets hurt easily)
repetitive (continually repeats same arguments)
rigid (no compromise or deviation in position)
task-oriented (wants to get assigned task accomplished as quickly and effectively as possible
understanding (sees the merit in all points of view)

If your group numbered less than nine, one or more of these behaviors was not demonstrated. If your group numbered more than nine, one or more of these behaviors was duplicated.

Listed below are the 15 roles that could have been played in this activity. For each role played, write down the behavior that you think that role-player was demonstrating.

Role	Behavior
counselor - values	
counselor - interests/aptitudes	
school psychologist	
parent - 3 children	
parent - 2 children	
senior student	
junior student	
sophomore student	
teacher - mathematics	
teacher - history	
assistant principal	
social worker - family service agency	
foundation social agency representative	
personnel manager	
owner, small business	

Your Name

Rating Scale - Group Members (Activity 5)

Each of the role-players was asked to demonstrate a type of behavior. Listed below are the behaviors that were supposed to be demonstrated.

aggressive (attacks others, domineering)
analytic (tries to analyze problem to make it more solvable)
assertive (states position clearly, fairly, and firmly)
conciliatory (gives up own position; tries to appease)
hurt (takes offense or gets hurt easily)
repetitive (continually repeats same arguments)
rigid (no compromise or deviation in position)
task-oriented (wants to get assigned task accomplished as quickly and effectively as possible
understanding (sees the merit in all points of view)

If your group numbered less than nine, one or more of these behaviors was not demonstrated. If your group numbered more than nine, one or more of these behaviors was duplicated.

Listed below are the 15 roles that could have been played in this activity. For each role played, write down the behavior that you think that role-player was demonstrating.

Role	Behavior
counselor - values	_____
counselor - interests/aptitudes	_____
school psychologist	_____
parent - 3 children	_____
parent - 2 children	_____
senior student	_____
junior student	_____
sophomore student	_____
teacher - mathematics	_____
teacher - history	_____
assistant principal	_____
social worker - family service agency	_____
foundation social agency representative	_____
personnel manager	_____
owner, small business	_____

_____
Your Name

ACTIVITY 6

COMPETENCY DEVELOPMENT: LISTENING, PARAPHRASING

The previous competencies have been abstract and complex. This comptency has been chosen to represent a specific skill. It is one that you have likely practiced before and are already fairly proficient in. However, everyone can usually benefit from continued practice. The professionals in every sport know this, as do the professionals in many other disciplines.

If you already consider yourself highly proficient in listening and paraphrasing, you will likely benefit from monitoring your own feelings and behaviors as you participate in the exercise. This can give you clues about the possible reactions of other persons who consider themselves proficient in a competency that you may be trying to develop in an inservice program.

The Coordinator will read a passage to you. While you are listening to the passage, please close this booklet and concentrate solely on hearing what is being said. After you have heard the passage, you will complete a rating scale on ten statements referring to the passage. This rating scale is intended to illustrate the range of perceptions people get from listening. It is not intended as a test of your ability to listen.

* * * * * *** * * * * *** * * * * *** * * * * *** * * * * * *

Turn to the list of statements on the following page. These statements refer to the passage that the Coordinator has just read to you. Please evaluate each statement in terms of what you have just heard. *REPEAT: Evaluate each statement only in terms of what you heard the Coordinator say.*

When you have finished, the Coordinator will secure the responses of the group to each statement and will tabulate them. You will then have the opportunity to observe the range of responses in the group and to compare your own response to that range.

Statements on Listening and Paraphrasing

Using the following scale, place the number next to each statement that best indicates your judgment of that statement as it relates to the Coordinator's presentation. A relevant statement is one that was made in the presentation or directly related to a statement in the presentation.

Scale

1 - relevant
2 - tangential to the main thesis of presentation
3 - not relevant

Statement	Rating
1. Nonprofessionals can acquire the skills of listening and paraphrasing.	____
2. One can learn to determine when another person is inattentive.	____
3. Nodding your head occasionally usually indicates to the speaker that you are paying attention.	____
4. The open level of communication often covers the content of a message, while the hidden level often covers the feeling.	____
5. Nonverbal communication conveys an accurate picture of the emotional state of a speaker.	____
6. Paraphrasing consists of repeating to a speaker the meaning of the speaker's message.	____
7. Accurate paraphrasing stimulates communication; inaccurate paraphrasing blocks it.	____
8. The good listener pays more attention to constructive responses than to destructive.	____
9. A paraphrase may deal with either content or feelings.	____
10. Feeling accepted helps a person say things with a minimum of distortion.	____

Listening/Paraphrasing Activity

Form into triads. One of you will play the role of *speaker*, one will be the *listener*, and the third person will be the *observer*. It makes little difference which of you accepts which role, because the exercise will be performed three times, giving everyone a chance to play each of the three roles in turn.

The exercise will require ten minutes. Each of you is permitted a minimal length of time to play your role which is described below. Please follow the time limits (the Coordinator will call off each time segment).

Time	Activity
1 minute	Each person looks over what s/he is expected to do and thinks about how s/he will do it.
3 minutes	The *speaker* talks to the *listener* for 3 minutes on any topic of his/her choice. The *listener* listens attentively to the *speaker*. The *observer* also listens and watches both the *listener* and *speaker*, paying particular attention to nonverbal cues.
1 minute	The *listener* responds with paraphrase of content and/or feelings expressed by the *speaker*. The *speaker* listens. The *observer* listens and watches both the *speaker* and *listener*, again stressing nonverbal cues.
1 minute	*Speaker* paraphrases *listener's* remarks and states degree to which the *listener* seemed to reflect what the *speaker* was trying to communicate.
1 minute	The *observer* paraphrases remarks of both the *speaker* and *listener* and states degree to which they seemed to be consistent with each other.
3 minutes	Open discussion among the triad.

Now shift roles and repeat the exercise, then repeat again.

FOLLOW-UP STEP

FOLLOW-UP STEP

The module you have just completed was neither exhaustive nor complete. Like most real-life situations, it represents what seemed to be the best way to achieve the greatest development given the prevailing conditions. There are likely many other possible directions that could have been taken, and some people could well believe that these other directions might have accomplished more. Thus, we can see illustrated once more the adage that there is no one best way to help people develop--there are only ways that are more productive for certain types of people under certain kinds of conditions.

This module is but one of many experiences that you have had in the past, are having in the present, and will continue to have in the future. The direction and degree of your development in this module depended upon your previous level of development and your readiness for further development, as well as on the content and process of the module and the expertise of the Coordinator.

There is only one more step to be taken. It is useful any time a person is trying to incorporate new information or knowledge. You are urged to use it in your inservice programs as well. It is known by many names, but for our purposes, it shall be called "stock-taking." It is an assessment of where you are now and where you will go with what you have learned. Please take stock in terms of this trilogy:

What - What did I do in these experiences?

So what - What do these experiences mean to me?

Now what - Now that I have this new knowledge, or relearned old material to a greater level of proficiency, what will I do with it?

Spend a few minutes to review these three questions. Here are a few additional questions to ask yourself at each stage.

What - What did *I* do?

What did I put into my activities and what did I get from them?

Were there any activities in which my body went through the motions but my mind was elsewhere?

Did any activities hold more meaning or benefit to me than did others?

So what - What do I now know about myself that I didn't know before?

What am I trying to resist or block?

If any activities did seem more meaningful to me than did others, what does that mean to me?

What did I learn from my competency profile?

Now what - Am I, myself, going to change anything as a result of this information? If so, how will I proceed?

Am I going to try to use this knowledge in an inservice program in my school/district? If so, what shall I do first?

What am I going to do about my competency profile?

Will I need any future help? If so, where do I seek it?

Now that you have taken stock for this moment, is there anything further you want to do before you leave? For example, do you want to use one or more of your colleagues as a "support system" in the future? If so, you'd better take their names and addresses; it might be wise to discuss mutual benefits with them before you leave.

One final note. In business, stock-taking is a periodic event. So should it be with you. For example, it would be wise to take stock of yourself about one month from now and compare what you have actually done in that month against what you had thought to do. Do it again in another three months. And again and again and again.

POSTASSESSMENT

1. List in writing the sequence of stages you would go through to develop an inservice program. For each stage identified, list at least three problems or issues likely to occur.

A. Stage One -

1.

2.

3.

B. Stage Two -

1.

2.

3.

C. Stage Three -

1.

2.

3.

2. Identify the issues or problems you would face if you were to develop an inservice program for the Beaufort School District (see the description below).

BEAUFORT

The Beaufort School District is the one referred to in the Introductory Activity. The District Superintendent has been in his job for 15 years and has ruled with an iron hand. He has controlled the Board of Education and his subordinate administrators. The teachers, parent groups, students--all have been able to achieve little against his will. However, he is under increasing pressure from parent and community groups and from teachers, and is nearing retirement. He is looking for ways to reduce the pressure on him during his last years on the job.

There is no effective leadership at the high school. All staff, including guidance, feel that they have no support. There is constant jockeying among departments to become stronger. Everyone feels overworked and underpaid. There never seems to be enough money to provide the material resources needed by the staff. Last year, trips to conferences were disapproved if they cost the district any money.

1.

2.

3.

4.

5.

6.

7.

8.

3. List eight inservice modes. For each, list one benefit and one loss that might accrue from the use of that mode.

	Mode	Benefit	Loss
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

RESOURCES

RESOURCES

There are many resources available to you for development of an inservice program. In the Reference section of the Appendix there is a listing of printed materials. Here, reference is to the human resources available to you. It is impossible to list them by name, of course, but the various categories of such resources can be discussed. You will have to decide which of these are available to you, but perhaps more important, you will have to decide which of these you want to try to utilize.

Your Colleagues

- from this group
- from guidance staff in your school/district
- from other faculty members in your school/district

(remember - some of them may have had much more experience or education in inservice than you)

- from central office administrators
- from other school districts

State Education Department Staff

- Most states employ one or more staff members to assist guidance personnel. In most cases, these persons have had experience in developing and/or conducting workshops or inservice programs.

"Experts"

- from colleges and universities
- from private organizations
- from governmental units such as the Regional Laboratories

Professional Associations

- national
- state
- local

APPENDIX

SUMMARY OF INSERVICE PROGRAM ACTIVITIES

Twenty-six activities that can be used in an inservice program are:

(from B. M. Harris. *Supervisory behavior in education.* Englewood Cliffs, New Jersey: Prentice-Hall, 1963.)

1. *Brainstorming* - described in the text

2. *Buzz session* - small groups (5-8) for maximum discussion participation

3. *Committee* - small group to accomplish a purpose that has been determined by someone else

4. *Demonstration* - presentation of pre-arranged series of events to a group for observation

5. *Directed practice* - individualized laboratory activities using simulation

6. *Discussion* - task-oriented small groups engaged in verbal interaction. More long-lived than buzz-sessions. Its major contribution is to improve understandings.

7. *Exhibit* - a display of available resources

8. *Field trip* - to see on-going operations related to one's job

9. *Film or television presentation* - a visualized lecture by remote control

10. *Firsthand experience* - participants gain attitudes, understandings, and/or skills by actually experiencing a situation and assuming responsibility for it

11. *Group therapy* - to clarify feelings, values, and/or motivations

12. *Interview, focused* - on subjective experience of the interviewee

13. *Interview, non-directive* - deals with interviewees, problems, interests, and concerns

14. *Interview, structured* - face-to-face interaction to secure or impart information

15. *Inter-visitation* - visit and observe another person in action

16. *Laboratory* - directed practice activities in a group situation. Often directed at developing specific skills.

17. *Lecture* - oral transmission of knowledge

18. *Meeting* - focus on group decision-making

19. *Observation* - supervisor or other staff member systematically observes staff member in action for purpose of analyzing his/her work

20. *Panel* - verbal presentation by two or more speakers. Can also be known as a symposium or debate.

21. *Reading* - 'nuff said

22. *Role-playing* - small groups (2-3) spontaneously dramatize or act out responses to a specific problem situation

23. *Social* - a group of people brought together in a relaxed, informal situation to promote social interaction

24. *Tape recording* - presents materials to develop understanding or skills

25. *Testing* - a set of questions or experiences for determining a person's knowledge, abilities, etc.

26. *Writing* - examples: curriculum guides, analysis of counseling, articles for professional journals

ANALYSIS OF COMPETENCIES

When you are ready to complete this form, please note the numbers 1, 2, and 3 to the left of section heading I. Please rate yourself on each competency on the list by placing an X under the number that best represents your proficiency in that competency according to the following scale:

1. I am highly proficient in this competency and require little or no further development in it.

2. I am moderately proficient in this competency and could benefit from further development in it.

3. I possess little or no proficiency in this competency and must have further development in it.

You now have a profile of your competencies as an inservice leader, as identified by you. Study it carefully. At some future date, pick a competency on which you rated yourself "3" and devise a set of activities that will enable you to raise your level of proficiency in that competency at least one level. When you are satisfied with your level of development in that competency *so far*, choose another competency to work on. As the sensitivity/flexibility competency suggests, it is often possible to use one set of activities to help you develop two or more competencies at the same time.

Remember - when you are satisfied with your level of development in any one competency, you are merely satisfied *at that time*. If you are like most other humans, there will always be further development possible in many competencies. We aim for an ideal, but few of us reach it. Even your Coordinator should be able to admit to a few needs for further development!

SELF-RATING SCALE

Competencies Required of Leaders of Career Guidance Inservice Programs

1	2	3	
			I. Assumptions about the Inservice Leader
			A. Characteristics of the Effective Leader
___	___	___	1. Openness to change
___	___	___	2. Reasonable security
___	___	___	3. Desire to help
___	___	___	4. Role flexibility
___	___	___	5. Knowledge of training philosophies and processes
___	___	___	6. Repertoire of methods for learning
			B. Basic Competencies
___	___	___	1. Interpersonal skills
___	___	___	2. Group leadership skills
___	___	___	3. Knowledge of the problem-solving approach
___	___	___	4. Knowledge of counselor competencies
			C. Pre-conditions in District
___	___	___	1. The leader is seen as helpful by inservice participants--includes status, previous accomplishments, relation of present function to her/his accepted competencies
___	___	___	2. The inservice program is supported by district administration. In order of desirability, the levels are:
___	___	___	a) financial
___	___	___	b) time
___	___	___	c) verbal
			II. General Skills
			A. Knowledge of the Organization
___	___	___	1. How things traditionally do/do not get done in this organization
___	___	___	2. Points of leverage in the organization
___	___	___	3. Probably resistance/support points
			B. Interviewing
___	___	___	1. Personal skill
___	___	___	2. How to help others develop interviewing skill
___	___	___	C. Instrumentation - How to Develop and Disseminate Instruments Appropriate to the Information Solicited

1 2 3

D. Group Leadership Skills, including

___ ___ ___ 1. Conflict resolution

___ ___ ___ 2. Consensus development

III. Planning

___ ___ ___ A. Knowledge of planning process

___ ___ ___ B. Resource assessment (force field analysis)

___ ___ ___ C. Knowledge of training modes

___ ___ ___ D. Ability to keep self and group on task

___ ___ ___ E. Ability to perceive relationship (or lack thereof) between proposed training method and desired outcome

___ ___ ___ F. Secure enough not to permit status needs to interfere with selection of person best suited to conduct training

IV. Conducting

___ ___ ___ A. Understanding of relationship between desired outcomes of program and effect of planned activities, individually and in toto

___ ___ ___ B. Flexibility-sensitivity: understanding resistance by participants and ability to modify actions as needed

___ ___ ___ C. Listening/paraphrasing communication skills

___ ___ ___ D. Ability to solicit and perceive feedback while program is in progress

___ ___ ___ E. Ability to look at self objectively in light of feedback data

___ ___ ___ F. Ability to analyze data

___ ___ ___ G. Recognition that inservice is an ongoing process

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- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
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- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

- Building Career Information-Seeking Behaviors - Richard H. Byrne
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
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- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
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- Providing Career Guidance for Young Women - Pamela G. Colby
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- Developing and Conducting In-Service Programs - Al Stiller
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